

# Making the Most of Early Learning Settings: Ensuring Quality for the Classroom and Home Visiting

Mark S. Innocenti, Ph.D.  
Utah State University



National Conference of State Legislators  
Early Learning Fellows  
Building on State Leadership in Early Childhood  
Washington, DC  
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## Acknowledgements

- Lori Roggman, PhD
- Gina Cook, PhD
- Colleagues on projects where measures to be discussed were developed
- Participating program staff and families
- Conflict of interest: Yes, PICCOLO is published

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## What is home visiting?

- Voluntary services provided in the family home
  - matches parents with trained professionals
  - provide information and support
    - during pregnancy
    - throughout their child's earliest years

PEW Home Visiting Campaign website

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## Is there support for home visiting?

- Yes!
- Reviews of research
  - Kahn & Moore, 2010; Paulsell et al., 2010; Sweet & Applebaum, 2004;
- Business community
  - U.S. Chamber of Commerce, Institute for a Competitive Workforce, 2010; ReadyNation.org; Upjohn Institute (Bartik, 2011); Minneapolis Federal Reserve (Grunewald & Rolnick)
- Policy
  - Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program; Strong Start for America's Children Act (Bipartisan proposal to expand high quality early education)

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## Is all home visiting the same?

- Home visiting indicates the place not the intervention
- Different program foci, intervention nuances, outcomes
  - Home Visiting Evidence of Effectiveness (HomVEE) review (Paulsell et al., 2010)
  - HomVEE identified 8 outcome areas
  - MIECHV identifies 6 benchmarks
- Child development and parenting practices most frequently identified positive outcomes (HomVEE)
  - Support for pre and postnatal health outcomes (Pediatrics, v. 132, November 2013; Nurse Family Partnership)

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## Is all home visiting effective?

- Varying outcomes for **evidence-based** home visiting models (Azzi-Lessing, 2011; Paulsell et al., 2010)
- Outcome variability attributed to dosage, home visitor characteristics, family risk factors (Azzi-Lessing, 2011)

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## How can we make improve home visiting effectiveness?

- If our outcomes are improved parenting and facilitating child development ....
- Focus on
  - Parenting to mediate the child outcomes
  - Child development
- Developmental parenting

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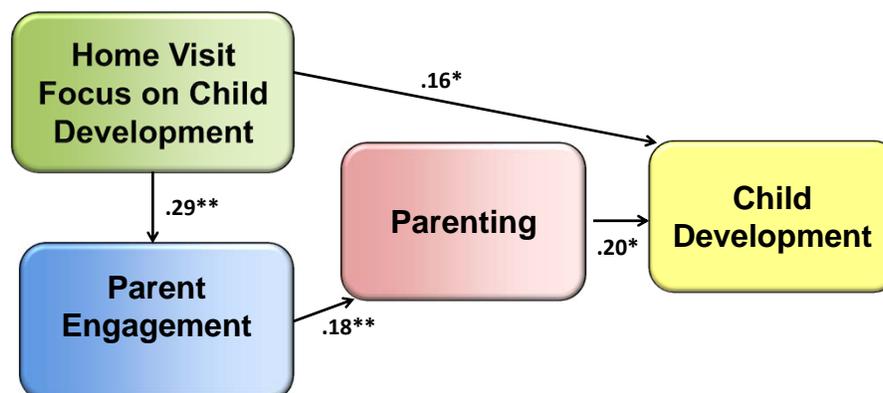
## What is developmental parenting?

- A research-based approach to home visiting
  - Not a program or a curriculum
- Strategies to ***engage parents in supporting their children's development***
- ***A strengths-based approach*** characterized by:
  - Parent-child interaction during most of the visit (> 50%)
  - Positive feedback on developmental parenting behaviors
  - Family materials and activities used for home visits

Roggman, Boyce, & Innocenti, 2008 9

## Research Support for **DP** Approach

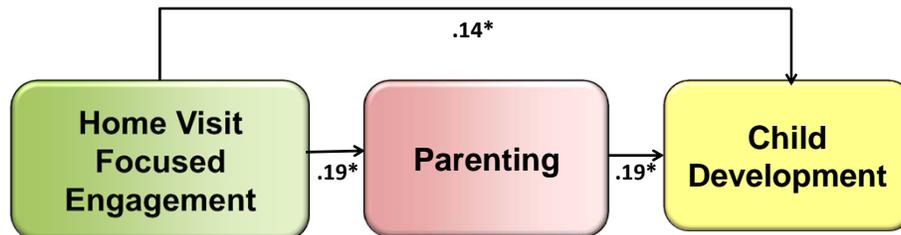
**Early Head Start** home visiting program for low-income families (compared with a randomly assigned comparison group):



Indirect path: focus -> engagement -> parenting, *Sobel* = 2.39, *p* = .02

Indirect path: engagement -> parenting -> child development, *Sobel* = 2.32, *p* = .03 10

## Research Support for **DP** Approach



Indirect path: focused engagement -> parenting -> child development, *Sobel* = 2.40, *p* = .02

(Innocenti & Roggman, 2012; Roggman et al., 2002, 2009, 2010; Roggman & Cook, 2011; Roggman, unpublished)

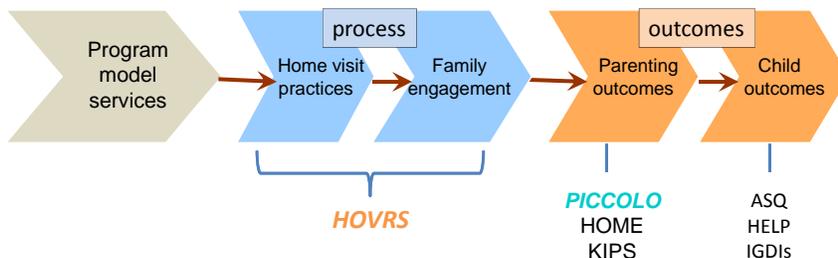
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## What is the take away message from DP research?

- Engaging parents in home visits focused on child development provides both direct & indirect pathways to positive child outcomes
- Other supporting research
  - Parenting direct and mediational role (ACF, 2002; Dunst & Trivette, 2009; Trivette et al., 2010).
  - Parenting at ages 1,2, and 3, predictive of 5<sup>th</sup> grade academic skills (Innocenti et al., 2013)

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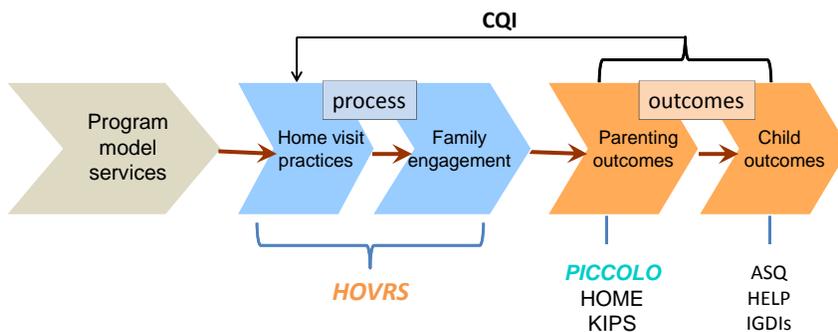
## How do we improve outcomes and ensure home visiting quality?



**To improve programs:  
Measure the components**

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What will facilitate improved outcomes and ensure home visiting quality?

- Observational measure of home visitor practices and parent engagement
- Valid and useful measure of parent-child interaction

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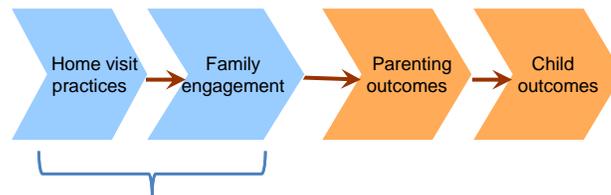
## *Home Visit Rating Scales (HOVRS)* Measure of Home Visiting



Roggman, L. A., Cook, G. A., Jump Norman, V. K., Christiansen, K., Boyce, L. K., & Innocenti, M. S. (2008). Home Visit Rating Scales. In L. A. Roggman, L. K. Boyce, and M. S. Innocenti, *Developmental Parenting: A Guide for Early Childhood Practitioners* (pp. 209-217). Baltimore: Paul H. Brookes.

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## What does *HOVRS* measure?



### *Home Visit Rating Scales (HOVRS)*

- **observational** measure
- multiple quality indicators
- reliable: **agreement > 85%**
- valid: predicts positive parent & child outcomes

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## Research-Based Home Visiting – HOVRS Scales

**1. Relationship:** Show warmth, respect, acceptance

**2. Responsiveness:** Respond to family strengths

**3. Facilitation:** Elicit parent-child interaction

**4. Non-Intrusiveness:** Work with parent to focus on child

**5. Parent-Child Interaction:** warmth, responsiveness, support

**6. Parent engagement:** proximity, activity, interaction, initiation

**7. Child engagement:** proximity, activity, interaction, initiation

(ACYF, 2002; Barnard et al., 1993; Bernstein et al., 1991, 2001; Brorson, 2005; Daro & Harding, 1999; Daro & McCurdy, 1994; Daro, Jones, & McCurdy, 1993; Dunst, Trivette, & Hamby, 2006; Emde et al. 2000; Gomby et al., 1999; Guralnick, 1989, 1998; Hebbler & Gerlach-Downie, 2002; Heinicke et al. 2000; Korfmacher et al.1998; Lanzi et al., 1999; Lieberman et al. 1991; Mahoney et al., 1998; Olds & Kitzman, 1993; Raikes et al. 2006, 2014; Roggman et al., 2001, 2004, 2013; Slaughter-Defoe, 1993; Weiss, 1993; Woods et al., 2004)

### If you want to . . .

### Use this *HOVRS* Strategy

- Promote trust
- Engage the whole family

**Relationship** with family

- Increase positive interactions
- Use family activities

**Responsiveness** to family strengths

- Promote developmental parenting
- Improve support of child development

**Facilitation** of parent-child interaction

- Build parent capacity
- Support parent in parenting role

**Non-intrusiveness** (collaboration)

- See if strategies are working
- See of a family needs more support
- See if a particular visit was effective

**Parent & Child Interaction & Engagement**

## Why use **HOVRS** ?

- Guides observation
- Provides home visitors with specific feedback
  - Coaching/supervision
- Identifies home visitor training needs
- Identifies goals for home visiting program improvement
- What's valued gets measured, and what's measured gets done!

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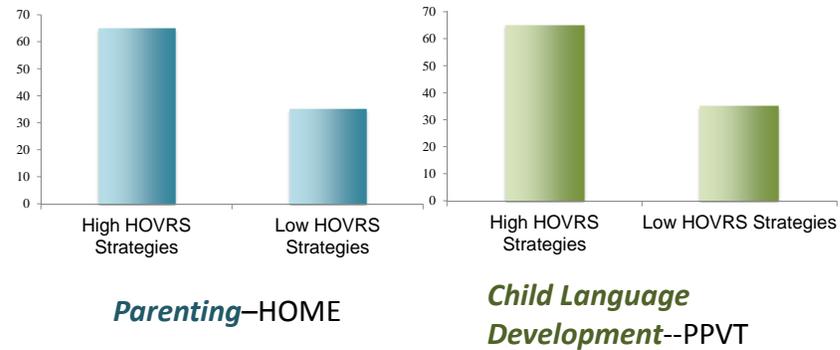
## **HOVRS** is recommended

- Korfmacher, J., Laszewski, A., Sparr, M., & Hammel, J. (2012). *Assessing home visit program quality*. Pew Center on the States.
  - [http://www.pewstates.org/uploadedFiles/PCS\\_Assets/2013/Home\\_Visiting\\_Program\\_Quality\\_Rating\\_Tool\\_report.pdf](http://www.pewstates.org/uploadedFiles/PCS_Assets/2013/Home_Visiting_Program_Quality_Rating_Tool_report.pdf)
- DOHVE (2012). *Overview of observational measurement instruments available for home visiting*. Design Options for Home Visiting Evaluation.
  - <http://www.mdrc.org/dohve-project-resources>
- Paulsell, D., Boller, K., Hallgren, K., & Mraz Esposito, A. (2010). *Assessing Home Visit Quality: Dosage, Content, and Relationships. Zero to Three, 30(6), 16-21.*
  - [http://zttcfm.convio.net/site/DocServer/30-6\\_Paulsell.pdf?docID=12864&AddInterest=1321](http://zttcfm.convio.net/site/DocServer/30-6_Paulsell.pdf?docID=12864&AddInterest=1321)
- Parents as Teachers (2013). *Quality assurance guidelines for parents as teachers affiliates*. Parents as Teachers.
  - [http://www.parentsasteachers.org/images/stories/documents/3-2013\\_QA\\_Guidelines.pdf](http://www.parentsasteachers.org/images/stories/documents/3-2013_QA_Guidelines.pdf)

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## Do **HOVRS** strategies work? (is it valid?)

- Yes, **HOVRS** strategies in 2 programs (Utah & Iowa) predicted major outcomes of Early Head Start at age 3



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## What will facilitate improved outcomes and ensure home visiting quality?

- Observational measure of home visitor practices and parent engagement
- Valid and useful measure of parent-child interaction

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**Parenting Interactions with Children:  
Checklist of Observations Linked to Outcomes**

Roggman, L.A., Cook, G., Innocenti, M.S., Jump Norman, V.K., & Christiansen, K. (2013). *PICCOLO: Parenting interactions with children: Checklist of observations linked to outcomes*. Baltimore, MD: Brookes.

Roggman, L. A., Cook, G. A., Innocenti, M. S., Jump Norman, V., Christiansen, K. (2013). Parenting interactions with children: Checklist of observations linked to outcomes (PICCOLO) in diverse ethnic groups. *Infant Mental Health Journal*, 34, 290-306.

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**Parenting Interactions with Children:  
Checklist of Observations Linked to Outcomes**

- Observational measure of developmental parenting
  - with children age 1-3, with or without disabilities
- Psychometrically strong
- Guide process; evaluate program
- Practical for programs
  - Easy to learn and use
  - 4 parenting domains, 7 or 8 items per domain
  - 10 minutes to administer

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## How was PICCOLO developed?



Data & video from the *Early Head Start Research & Evaluation Project*

New observations of over **4,500** video clips from over **2,000** families in 17 communities across the US.

**29 best items** from over 100 items

- inter-rater reliability
- internal consistency
- single factor structure in domains
- construct validity
- predictive validity



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## What does PICCOLO measure?

PICCOLO™

**Affection:** Warmth, closeness, positive emotions

**Responsiveness:** Responds to cues, communication

**Encouragement:** Support of interest & effort

**Teaching:** Conversation, play, cognitive stimulation

(Bornstein et al., 1998; Caspi et al., 2004 ; Dickinson et al., 2003; Dodici et al., 2003; Estrada et al., 1987; Gardner et al., 2003; Hirsh-Pasik & Burchinal, 2006; Perry, 2002; Petrill & Deater-Deckard, 2004; Roggman et al., 2004; Snow, et al., 1998; van den Boom, 1994)

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## PICCOLO cultural considerations

PICCOLO was tested in 3 ethnic/cultural groups:

- European American
- African American
- Latino American

PICCOLO observers of multiple ethnicities observed within and across ethnicity of families on video clips.

PICCOLO is reliable and valid within each group.

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## PICCOLO is . . .

### Reliable:

Independent observers rate PICCOLO items similarly,

- average 77% agreement
- scores correlated between observers,  $r > .77$
- 2 of 3 observers agree 90% of the time

and PICCOLO domain items “hang together”

- domains are internally consistent,  $\alpha > .70$
- single factor structure within each domain

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## PICCOLO is . . .

### Valid:

- **content validity:** practitioners rate the behaviors as important
- **construct validity:** domains are correlated with similar measures
- **predictive validity:** domains predict children's cognitive skills, vocabulary, emergent literacy, emotion-regulation, and social behavior
  - at 3 years of age, at kindergarten entry, at 5<sup>th</sup> grade

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## Why use PICCOLO?

PICCOLO identifies parenting behaviors that support early child development.

PICCOLO shows what parents are comfortable doing and think is important to do.

PICCOLO can help early childhood practitioners provide encouraging feedback about positive parenting.

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## 29 things parents do that support development

1. Speak warmly
2. Smile at child
3. Praise child
4. Stay physically close to child
5. Say positive things to child
6. Interact in positive ways with child
7. Show emotional warmth
8. Pay attention to what child is doing
9. Change activities to meet child's interests or needs
10. Be flexible when child changes interests
11. Follow what child is trying to do
12. Respond to child's emotions
13. Look at child when child talks or makes sounds
14. Reply to child's words or sounds
15. Wait for child's response after making a suggestion
16. Encourage child to do things with toys
17. Support child's choices
18. Help child do things on his or her own
19. Verbally encourage child's efforts
20. Offer suggestions to help child
21. Show enthusiasm about what child does
22. Explain reasons for something to child
23. Suggest activities to build on what child is doing
24. Repeat or expand child's words or sounds
25. Label objects or actions for child
26. Engage in pretend play with child
27. Do activities in a sequence of steps
28. Talk about characteristics of objects
29. Ask child for information

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## What are the "take home" messages?

- Goal of home visiting programs can vary
- Need to be able to measure the components and use the information to improve practice
- What happens during the home visit - the behavior of the practitioner, parent, child - needs to be measured
  - **HOVRS** does this
- Parenting plays a major role for improving child development outcomes – now and later
  - **PICCOLO** allows us to directly observe parenting

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Thank you!

Mark.Innocenti@usu.edu

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